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REVIEWS

Mental and Physical Measurements of Working Children. By HELEN THOMPSON WOOLLEY and CHARLOTTE RUST FISCHER. Studies from the Vocation Bureau, Cincinnati, Ohio. Psychological Review Monographs, December, 1914, Vol. xviii, No. 1, pp. 1-247.

This substantial monograph summarizes the results of the laboratory of the Vocation Bureau of the public schools of Cincinnati. On the whole, it may be fairly said to be the most comprehensive and thorough-going attempt that has yet been made to apply the methods of experimental psychology to the important problem of vocational guidance. The work outlined in this volume is the standardization of the mental and physical tests which have been selected by Mrs. Woolley to make the necessary diagnosis for advice with regard to the choice of a vocation. Thus far but two ages have been investigated, namely, those of fourteen and fifteen years. The children are classified according to sex, grade in school, and school, whether parochial or public. The norms established are therefore fourfold, on the basis of the classification just given. This first adequate report of the laboratory work of the bureau outlines in detail the various tests used and the technic for making the mental and physical examinations. The measurements taken are of height, weight, visual acuity, auditory acuity, vital capacity, strength of hand, steadiness of hand, rapidity of movement, and the tests given are the card-sorting test, cancellation test, memory test, substitution test, the tests in completion of sentences, association by opposites, and the puzzle-box test. If any criticism were to be made of this very sound and thorough work it is that the tests have been chosen with reference to their technical perfection rather than with a view to their diagnostic importance. Intelligent advice to children, with regard to vocation, can be given only on the basis of an exact and comprehensive knowledge of the mental traits of each individual child. The ultimate aim of all such work is the construction of a psychograph in which individual differences shall be accurately expressed. Such a graph must necessarily be exhaustive as well as exact. In the opinion of the reviewer, it is just in this respect that the Woolley tests require amplification. It is of course true that

the work under consideration has only begun, and that additions which will supply the defects of the present scheme can readily be made. Certain it is that the technical work has been done with great thoroughness and skill. It is too early to attempt to evaluate the direct practical worth of these tests. Mrs. Woolley does, however, give a summary of the correlation of the various mental and physical tests with school year, sex, type of school, and age. In general the correlation of the physical tests is less than that of the mental tests. The memory tests show the highest degree of correlation with school grade. Association by opposites comes next, with the sentence test, substitution test, cancellation test, and puzzle-box test, in order. The only marked difference between the sexes appears in the puzzle-box tests. In this the boys are undoubtedly superior to the girls. The author is inclined to believe that the test is an unfair one for the girls, on the ground that boys are encouraged to acquaint themselves with tools and machinery from an early age. In all of the tests except memory the public-school children stood higher than those of corresponding age from the parochial schools.

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The Practical Conduct of Play. By HENRY S. CURTIS. New York: Macmillan, 1915. 12mo, illustrated, pp. xx+330. \$1.50.

To get a general knowledge of the play and playground movement up to the year 1913, and such information as would be helpful to understand the subject, as well as to start a playground movement in a community, the reading of Mr. Curtis' book would be useful. It offers much to the beginner, but very little to the superintendent. It is only fair to say that such great advances have been made in the social movement for recreation since 1913 that this book gives one only a partial and unfair view of the present recreation movement, of which play and playgrounds represent only a part. The book deals primarily with play, and not with the larger inclusive field of social or community recreation. The emphasis of the book is laid on the construction, equipment, and administration of playgrounds, and is intended by the author as a textbook for those who want to be playground workers, and for others who have to do with the organization of play. Play directors, however, need personality and training, and we are sorry that not as much space and thought are given to these subjects as are given to mechanical equipment. One gets a general insight into subjects of swimming-pools, playground